

SPEAKING POETRY: APPROACH TO SPEAKING AND WRITING FLUENCY IN STUDENT PERFORMANCE

JUVIELINE H. GALIVO
juvieline.herradura@deped.gov.ph
Pila Elementary School, Philippines

ABSTRACT

This study focuses on Spoken Poetry: Approaches to Fluency in Speaking and Writing in Student Performance in the 2022-2023 School Year. Grade 8 students at Don Manuel Memorial National High School were selected as respondents. The study requires three hundred (300) students. Respondents were selected using a purposive representative sampling method. The design used in this research is the descriptive method.

The following questions will be answered by the researcher: What is the level of closeness to speaking fluency based on match, tone, and pronunciation? What are the level of closeness to writing fluency based on spelling, correct use of words, and correct use of punctuation? What is the degree of closeness in speaking and writing fluency to academic performance based on the test? And whether Spoken Poetry: Approaches to Fluency in Speaking and Writing has a significant relationship with Academic Performance among Students. The results showed that the level of closeness to fluency in speech based on match, tone, and pronunciation has a comment that strongly agrees and a literal explanation that is very high. It only shows that spoken word poetry has helped students' speaking fluency. Also as a result of the level of closeness to fluency in writing based on spelling correct use of words and correct use of punctuation, there is a comment that fully agrees and a literal explanation that is very high. The result is the level of closeness in speaking and writing fluency in academic performance based on the test. Has the descriptive equivalent of Better and has the literal explanation of Very Satisfying. The result shows that the student got a high score on the exam after the study was done. This shows that the null hypothesis that "Spoken Poetry: Approaches to Speaking and Writing Fluency has no significant relationship with students' performance" is accepted. So the hypothesis in the first chapter is correct and should be accepted.

Through the presented results, this conclusion is formed: "There is no significant relationship between Spoken Poetry: Approaches to Speaking and Writing Fluency and Student Performance" is accepted. So the hypothesis in the first chapter is correct and should be accepted. This approach can be a basis for fluency in speaking and writing but it does not have a sufficient relationship with the performance level of the students.

Keywords :

Interest, Environment, Capacity of Parents, Learning Resources, Time Management, Grammar

INTRODUCTION

We all know that we have many changes have occurred in the field of education, becoming the methods and strategies of teaching that hide great aspirations for the future of teachers. Maintaining the interest and motivation of students in a study is one of the tests of education advocates. The discovery of

different ways of teaching the lesson not only ended in the fourth corner of the learning area because this continues to be gathered by teachers. With the rise of innovative technologies and the continued expansion of the internet and social media in the present day, teaching methods are only eager to continue to innovate to become more efficient and interested in their achievement. Not to mention that while the knowledge should be wasted by young people, it will eventually meet their needs and will also convey their silk on nauseous platforms. The cultivation of skills in speech and writing is a favourite for teachers and students today because many young people are afraid to shake their opinions and comment on a subject through the verbal method. Based on the Guidance Curriculum in the Philippines, students need to develop the ability to communicate, understand thinking, and understand and value commitment. Day by day, one has the experience of implementing the domain of speech and writing the sharing of own views.

STATEMENT OF THE PROBLEM

This study aims to identify Spoken Poetry: Approaches to Fluency in Speaking and Writing in Student Performance This study wants to understand the following questions:

1. What is the level of speech fluency approach based on:
 - 1.1. matching;
 - 1.2. tone;
 - 1.3. Pronunciation?
2. What is the level of approach to writing fluency based on?
 - 2.1. Spelling;
 - 2.2. correct use of words;
 - 2.3. Correct use of punctuation
3. What is the level of approach to speaking and writing fluency in performance based on:
 - 3.1 Examination
4. Is Poetry Spoken: A Approach to Fluency in Speaking and Writing Significantly Related to Student Performance

RELATED LITERATURE AND STUDIES

According to Manalastas (2016), spoken word poetry is a type of art that consists of story, rhythm, and playing with words through poetry. In other words, it is connected to poetry and theater; it is seen in traditional and contemporary types of poetry shared on stage. He also said that the difference between spoken word poetry here in the Philippines and elsewhere is more shaped by the former type of poetry, such as spoken poetry, folk tales, and other literature knowledge in the field of literature.

It was mentioned by Roehl et al. (2013) in their book that the initiation and introduction of any innovative strategy require the knowledge of the teacher and the student. Teachers should be prepared to develop alternative approaches and strategies to meet the needs of students in the classroom. It is only appropriate that both the teacher and student are aware of this strategy so that there is an effective process for teaching lessons.

It was mentioned in the article by Arbor (2021) that active learning refers to the participation of students in the learning process. This allows the student to have a meaningful learning task and also to think about what they should do. It is necessary to plan and be creative in the teaching strategy so that students can have active learning.

This article also revealed that students are more likely to achieve high grades if active learning is emphasized. Casanova (2013) added that changing the tone can be used to emphasize some important thoughts or concepts; understand the text well and adapt the tone to its content. One of the skills involved in developing macro-speaking skills is storytelling. It is human nature to tell stories. In storytelling, the

tone is important to better feel the emotion that the writer wants to convey to his reader. When speaking, emphasize or focus the tone so that the ability to get what you want is more useful.

The voice helps understand the content of the work. The voice must be adapted to the content of the speech. This part takes into account the speed of speech, the emphasis on important words or messages that the listener needs to understand, the tone of speech, the rise and fall of the voice, and the rise and fall of the voice. A good voice can easily attract an audience. Avoid a high-pitched voice or a raspy voice like a broken plate. Speaking skill: it is easy to motivate the public to listen if the speaker speaks fluently and well. The speaker gives his voice to the content of his speech. This is also where the speaker's language skills can be seen, such as using appropriate words and using correct grammar and pronunciation of words. The listener needs to understand the message, so the language to be used should be appropriate for the type of listener. A person's speaking skills can also be seen if they display strong feelings, broad thoughts, and skills in speech, rhetoric, and grammar (Macaraig, 2015).

According to the study by Rojas (2015), with the title "Correlation of Group Work with Students' Learning on Students' Learning in the Filipino Subject", the change in class dress is noticeable. in Filipino. The following ideals are gradually being achieved: democratic because the teaching-learning process is not one-way, participatory, and collaborative because the teacher no longer monopolizes decision-making in the classroom; passive because the teacher becomes only a facilitator of the process; and integrative because all effective language skills are integrated.

Fiore (2013) also asserts that spoken word poetry—with its growing practice in urban classrooms and contemporary culture—may be in a unique position to facilitate unprecedented social change by giving students a platform. Many teachers and scholars argue that students—especially those in inner-city schools—should be encouraged to express their thoughts in oral form. When students' beliefs and experiences begin at points where their knowledge can be better expressed, they are more likely to engage, ask questions, and read with critical thinking. In this study, the experience of using spoken word poetry in two public schools in northern New Jersey, as well as the experiences of other educators and poets, is discussed to support the assertion that spoken word poetry should be added to the curriculum in urban schools.

According to Almarino (2014), due to the long history of written and printed text, each punctuation mark has many specific uses. However, there are still editors and publications that have their style manuals, or "house rules". Although different, the main purpose of punctuation is still to help with easy reading and needs to be followed. From elementary school on, the correct use of different punctuation marks such as periods, commas, question marks, exclamation points, and others is taught. Until secondary school, it is still taught. Therefore, it ensures that students have sufficient knowledge of the use of different punctuation marks.

According to the study by Titco et al. (2017), Pearson obtained three strands in the correlation of their learning style and academic learning. The HUMSS strand obtained a weak correlation ($r = .24$), the STEM strand obtained a weak correlation ($r = .11$), and the ABM strand obtained a weak correlation ($r = .17$). A weak correlation was recorded with the HUMSS strand, so it resulted in the acceptance or rejection of the hypothesis that there is a correlation between learning style and academic learning in the three strands.

METHODOLOGY

According to Bernales (2012), the design used in this research is a descriptive method, and the current practice, standards, and conditions are studied in research photographs. autographs.

It provides answers to the who, what, when, and how questions related to the subject of study. It consists of observation, conducting a survey, and standardized tests. The respondents in this research were Grade 8 students at Don Manuel Memorial National High School.

The study requires three hundred (300) students. Who answered the test and questionnaire distributed by the searcher? In this research, the teacher used the "Purposive Technique" To fully capture the overall data in the study. The researcher used statistical methods to provide an appropriate and clear forecast and interpretation of the collected data.

In determining the level of closeness to speaking fluency based on match, tone, and pronunciation, the researcher used a weighted mean and standard deviation. At the level of closeness to writing fluency correctly based on correct words (e) and correct use of punctuation (a), also use a weighted mean and standard deviation. To measure the degree of closeness in speaking and writing fluency to academic performance based on the mean test, mean, and T-test while trying to find out if there is a significant relationship His spoken Spoken Poetry: approaching Speaking and Writing Fluency in Academic Performance among students, the researcher used the r-value and p-value.

RESULT AND DISCUSSION

Table 1. Approach level of speaking fluency based on a match

Mga Pahayag	Mean	SD	Puna
<i>Nakagagawa nang maayos na pahayag</i>	4.39	0.64	Lubos na sumasang-ayon
<i>Nakapagpapalawak ng bokabularyo</i>	4.46	0.60	Lubos na sumasang-ayon
<i>Nahahasa ang kaalaman sa palatugmaan</i>	4.39	0.64	Lubos na sumasang-ayon
<i>Napapaunlad ang kasanayan sa pagsasalita.</i>	4.42	0.65	Lubos na sumasang-ayon
<i>Nagkaroon nang mabilis na pag-iisip sa pagbibigay ng salita</i>	4.58	0.56	Lubos na sumasang-ayon

Overall Mean: 4.45

Standard Deviation: 0.62

Literal na paliwanag: Lubhang Mataas

Level of approach to speaking fluency based on Match Table 1 shows the level of access to speaking fluency based on the match, which has a literal explanation of a very high level of access. In the view of the respondents, having quick thinking in giving the word got (M = 4.58, SD = 0.56) and being able to expand the vocabulary got (M = 4.46, SD = 0.60). It has an overall mean of 4.45, and a standard deviation of 0.62, and shows that the level of approaching speech fluency based on Match has a comment that strongly agrees and a literal explanation that is very high. The match only shows the result that helps to use the match.

Table 2 shows the level of approach to speaking fluency based on tone. The literal explanation is that this is a very high level of approach, and in the view of the respondents, there is a change in intonation based on what is meant to be expressed (M = 4.51, SD = 0.63) and well conveying the message using the right tone (M = 4.47, SD = 0.64) Although it was observed that the level of approach was very high, the statement with the lowest score was able to convey the correct emotion through the use of tone (M = 4.28, SD = 0.58).

Table 2. Level of approach to speaking fluency based on Tone

Mga Pahayag	Mean	SD	Puna
<i>Maayos na naihatid ang mensahe sa pamamagitan ng tamang gamit ng tono</i>	4.47	0.64	Lubos na sumasang-ayon

<i>Nagkakaroon ng pagbabago sa intonasyon batay sa nais ipahiwatig</i>	4.51	0.63	Lubos na sumasang-ayon
<i>Mas maayos ang pagtanggap ng mensahe</i>	4.43	0.61	Lubos na sumasang-ayon
<i>Naipababatid ang tamang emosiyon sa paggamit ng tono</i>	4.28	0.58	Lubos na sumasang-ayon
<i>Nabibigyan ng atensyon ang maayos na pagsasalita sa pamamagitan ng tono</i>	4.43	0.66	Lubos na sumasang-ayon
<hr/>			
Overall Mean: 4.42			
Standard Deviation: 0.63			
Literal na paliwanag: Lubhang Mataas			

There is an overall mean of 4.42 and a standard deviation of 0.63, which shows that the level of approaching speech fluency based on tone has a comment that strongly agrees and a literal explanation that is very high. Based on the result that tone contributes to speaking fluency.

Table 3. Approach level of speaking fluency based on Pronunciation

Mga Pahayag	Mean	SD	Puna
<i>Napauunlad ang kakayahan sa pagsasalita</i>	4.31	0.70	Lubos na sumasang-ayon
<i>Nagkakaroon ng kumpiyansa sa sarili</i>	4.39	0.68	Lubos na sumasang-ayon
<i>Malinaw at maayos na nabibigkas ang mga salita</i>	4.10	0.70	Sumasang-ayon
<i>Naipahahayag nang maayos at mabilis ang nais sabihin</i>	4.31	0.70	Lubos na sumasang-ayon
<i>Nagkakaroon nang malawak na kaalaman sa tamang pagbigkas ng salita</i>	4.45	0.67	Lubos na sumasang-ayon
<hr/>			
Overall Mean: 4.31			
Standard Deviation: 0.70			
Literal na paliwanag: Lubhang Mataas			

Showing a level of fluency in speech based on pronunciation with literal pronunciation very high level of fluency in the view of the respondents, having extensive knowledge of the correct pronunciation of the word obtained ($M=4.45$, $SD=0.67$) and having self-confidence ($M=4.39$, $SD=0.68$). Although it was observed that the level of closeness was high, the statement with the lowest score was that the words were clearly and properly pronounced ($M=4.10$, $SD=0.70$). There is a total mean of 4.31 and a standard deviation of 0.70 and it shows that the level of approach to speaking fluency based on Pronunciation has a comment that strongly agrees and a literal explanation that is very high. The students agreed that spoken word poetry develops pronunciation.

Table 4. Approach level of writing fluency based on spelling

Mga Pahayag	Mean	SD	Puna
<i>Nalalaman ang tamang ispeleng</i>	4.46	0.64	Lubos na sumasang-ayon
<i>Napapalawak ang kaalaman sa pagbabaybay</i>	4.36	0.68	Lubos na sumasang-ayon
<i>Nabibigyang halaga ang tamang paggamit ng pagbabaybay sa pahayag</i>	4.26	0.64	Lubos na sumasang-ayon

<i>Nabibigyang linaw ang nais ipahiwatig sa pamamagitan ng tamang pagbabaybay</i>	4.39	0.61	Lubos na sumasang-ayon
<i>Napapalutang ang diwa sa paggamit ng tamang baybay</i>	4.42	0.61	Lubos na sumasang-ayon

Overall Mean: 4.38

Standard Deviation: 0.64

Literal na paliwanag: Lubhang Mataas

Table 4 shows the level of the proximate in writing fluency based on spelling with a literal explanation, which is very high in the level of the proximate and in the view of the respondents. Knowing the correct spelling got ($M = 4.46$, $SD = 0.64$) and the meaning of using the correct spelling is floating ($M = 4.42$, $SD = 0.61$). Although it was noted that there was a very high level of approach, the statement with the lowest score valued the correct use of spelling in the statement ($M = 4.26$, $SD = 0.64$). Table 4 shows the level of the approach to writing fluency based on spelling. There is a total mean of 4.38 and a standard deviation of 0.64, which shows that the level of approach to writing fluency based on spelling has a comment that strongly agrees and a literal explanation that is very high. It only shows that the students agreed that the spoken word helped with spelling.

Table 5. Level of approach to writing fluency based on the correct use of words

Mga Pahayag	Mean	SD	Puna
<i>Nauunawan ang kahulugan ng mga salita</i>	4.58	0.56	Lubos na sumasang-ayon
<i>Nalalaman ang tamang gamit ng salita</i>	4.18	0.73	Sumasang-ayon
<i>Naiwawasto ang paggamit salita</i>	4.27	0.69	Lubos na sumasang-ayon
<i>Nalalaman ang alituntunin sa tamang gamit ng salita</i>	4.50	0.62	Lubos na sumasang-ayon
<i>Napauunlad ang kakayahang sa pagsulat sa wastong paggamit ng salita</i>	4.61	0.59	Lubos na sumasang-ayon

Overall Mean: 4.43

Standard Deviation: 0.66

Literal na paliwanag: Lubhang Mataas

Table 5 shows the level of access to writing fluency based on the correct use of words with a literal explanation. This is a very high level of access, and in the view of the respondents, developing the ability to write with the correct use of the word has gained ($M = 4.61$, $SD = 0.59$) and understanding the meaning of words has gained ($M = 4.58$, $SD = 0.56$). Although it was observed that the level of approach was high, the statement with the lowest score was knowing the correct use of the word had ($M = 4.18$, $SD = 0.73$). Shows the level of approach to writing fluency based on the correct use of words is a total mean of 4.43 and a standard deviation of 0.66, and it is shown that the level of approaching writing fluency based on correct word use has a comment that strongly agrees and a literal explanation that is very high. According to the results, the students fully agreed with the fluency and correct use of words in spoken word poetry.

Table 6. Level of approach to writing fluency based on correct use of punctuation

Mga Pahayag	Mean	SD	Puna
<i>May pag-unawa sa paggamit ng iba't ibang bantas</i>	4.52	0.55	Lubos na sumasang-ayon
<i>Nagkaroon ng pansariling pagtatasa sa paggamit ng bantas</i>	4.59	0.55	Lubos na sumasang-ayon

<i>Nauunawaan ang pahayag sa paggamit ng bantas</i>	4.36	0.66	Lubos na sumasang-ayon
<i>Naipakita ang tamang paggamit ng iba't ibang uri ng bantas</i>	4.36	0.65	Lubos na sumasang-ayon
<i>Nagiging mas mabisa ang pahayag sa tamang gamit ng bantas</i>	4.63	0.55	Lubos na sumasang-ayon
<hr/>			
<i>Overall Mean: 4.49</i>			
<i>Standard Deviation: 0.60</i>			
<i>Literal na paliwanag: Lubhang Mataas</i>			

Table 6 shows the level of access to writing fluency based on the correct use of words. There is a total mean of 4.49 and a standard deviation of 0.60, and it is shown that the level of approaching writing fluency based on the correct use of punctuation has a comment that strongly agrees and a literal explanation that is very high. The result also shows the student's agreement with the use of correct punctuation in writing.

Table 7. Approach level of speaking and writing fluency in performance based on the test.

Marka	Kabuuan	Bahagdan	Mapaglarawang Katumbas
29 - 30	91	30.33	Pinakamahasay
26 - 28	119	39.67	Higit na mahusay
20 - 25	90	30.00	Mahasay
17 - 19	0	0.00	Katamtamang husay
5 - 16	0	0.00	Di- gaanong mahusay
2 - 4	0	0.00	Di- lubhang mahusay
0 - 1	0	0.00	Hindi Mahusay
Total	300	100	
Weighted Mean		27.00	
Pinakamababang Marka		24	
Pinakamataas na marka		30	Napakakasiya-siya
Standard Deviation		2.11	

Table number seven shows the level of fluency in speaking and writing performance based on the Test, out of a total of three hundred respondents. There is a total (Weighted Mean=27.00, SD=2.11) and (lowest score = 24, highest score = 30) shows that the level of approaching speaking and writing fluency in performance based on the Test has a descriptive equivalent of More Proficient and has a literal explanation of Very Satisfying. It can be seen in the result that the student got a high score in the exam after completing the study.

Table 8. Significant Relationship of Spoken Poetry: Approaches to Speaking and Writing Fluency in Student Performance

Spoken Poetry	r-value	Katibayan ng Ugnayan	Analisis
<i>Katatasan Sa Pagsasalita</i>			
Tugma	-0.0026	Walang Pagkakaugnay	Hindi Makabuluhan

Tono	<i>Pagganap</i>	-0.0591	Napakababang Pagkakaugnay	<i>Hindi Makabuluhan</i>
Pagbigkas		-0.0318	Napakababang Pagkakaugnay	<i>Hindi Makabuluhan</i>
<i>Katatasan Sa Pagsulat</i>				
Pagbabaybay		-0.0684	Napakababang Pagkakaugnay	<i>Hindi Makabuluhan</i>
Wastong Gamit ng Salita	<i>Pagganap</i>	-0.0164	Napakababang Pagkakaugnay	<i>Hindi Makabuluhan</i>
Wastong Gamit ng Bantas		-0.0563	Napakababang Pagkakaugnay	<i>Hindi Makabuluhan</i>
Palatandaan:				
Sukatan	Katibayan ng Ugnayan			
±0.00	walang pagkakaugnay, Walang relasyon			
±0.01 – ±0.20	napakababang pagkakaugnay, Halos walang relasyon			
±0.21 – ±0.40	mababang pagkakaugnay, Tiyak ngunit mababaw ang relasyon			
±0.41 – ±0.70	katamtamang pagkakaugnay, Makabuluhan ang relasyon			
±0.71 – ±0.90	mataas na pagkakaugnay, Kapuna-puna ang relasyon			
±0.91 – ±0.99	napakataas na pagkakaugnay, Mapapaniwalaan ang relasyon			
±1.00	Lubos ang pagkakaugnay, Ganap na may relasyon			

Table number eight shows the significant relationship of Spoken Poetry: Approach to Fluency in Speaking and Writing in the Performance of Students. The data was analyzed using a statistical method that resulted in a calculated value for the r-value. For speech fluency, it shows that the computed value for match, with an r-value of -0.0026, for tone, -0.0591, and for pronunciation, with an r-value of -0.0318 has no to very low correlation, there is a high support calculated p-value, and the test is not significant. For writing fluency, it shows that the calculated value for spelling, with an r-value of -0.0684; for correct word use, -0.0164; and for correct use of punctuation, with an r-value of -0.0563, is very low, there is a high support calculated p-value, and the test is not significant. Based on the data gathered, at the 0.05 level of significance This shows that the null hypothesis that "Spoken Poetry: An Approach to Speaking and Writing Fluency has no significant relationship with the Academic Performance of Students" is accepted. So the hypothesis in the first chapter is correct and should be accepted.

CONCLUSION

Through the presented results, this conclusion is formed: "There is no significant relationship between Spoken Poetry: Approaches to Speaking and Writing Fluency and Student Performance" is accepted. So the hypothesis in the first chapter is correct and should be accepted. This approach can be a basis for fluency in speaking and writing, but it does not have a sufficient relationship with the students' performance level.

RECOMMENDATION

After studying and analysing the findings, the researcher suggests the following

1. Spoken-word poetry can be used as an additional aid to fluency in speaking and writing Filipino.
2. For the school, continue to attend workshops aimed at discovering more different approaches to teaching Filipino.
3. Parents and teachers should guide and continue to teach the students so that they can further hone their speaking and writing skills.
4. For future researchers, this research can be a basis to further develop and study some approaches that may be more helpful to students.

ACKNOWLEDGEMENTS

The researcher dedicates this study to all the persons who supported, inspired, and participated in helping to conduct the study successfully and efficiently.

To her husband Redeemer Raynard and her son Ethan Caleb deserve your gratitude for their unwavering support.

Thank you to all the friends, co-workers, and students that helped make this study a success.

To the educators who helped, taught, and provided support.

To the Almighty God who gave the perseverance, strength, guidance, and unfailing grace required to complete this study

REFERENCES

- Almario (2014), Binagong Gabay sa Ortograpiya ng Wika 2014". Quezon City, Komisyon ng Wikang Filipino <https://kwf.gov.ph/>
- Arbor, A. (2021) *Active Learning*. Center for Research on Learning and Teaching. University of Michigan.
Retrieved from https://crlt.umich.edu/active_learning_introduction
- Bernales, R. A., Bernardino, E. C., Baltazar, R. E., Bulatao, V. G., Cuchapin, J. C., Loyola, I. E., Mangilaw, JD.,
Tapero, P. C., (2014). "Wika at Komunikasyong Filipino sa Kolehiyo. Batayan at Sanayang Aklat.
- Casanova, A (2013). Ang Pagtukoy sa Damdamin ng Kwento
<https://www.studocu.com/ph/document/rizal-technological-university/bs-education/pagtukoy-sa-damdamin-ng-teksto/12307598>
- Fiore (2013), Pedagogy For Liberation: Spoken Word Poetry in Urban Schools
https://www.researchgate.net/publication/274450958_Pedagogy_For_Liberation_Spoken_Word_Poetry_in_Urban_Schools
- Macaraig, M. (2017), "Pagpapahayag Retorika at Bigkasan". Lungsod Quezon:RexPrinting Company, Inc., Retrieved on September 3, 2017
- Roehl, A., Reddy S., Shannon, G. (2013) *The Flipped Classroom: An Opportunity To Engage Millennial Students Through Active Learning Strategies*
- Rojas, M.T. (2015) Kaugnayan ng Pangkatang Gawain sa Pagkatuto ng mga Mag-aaral sa Pagkatuto ng mga Mag-aaral sa Asignaturang Filipino.General Licerio Geronimo National High School. Division of Calamba City
- Titco, P. Ejercito J. Ramos M. (2017). Mga Estilo Ng Pag-Aaral At Epekto Nito Sa Akademikongpagkatuto Ng Mga Mag-Aaral Ng Baitang 12 Sa Mga Strand Ngabm, Humss At Stem Ng La Salle Green Hills <https://www.researchgate.net/publication/349993658>
- Villaruel, R. (2012). Retorika Mabisang Pagpapahayag sa Filipino. Books Atbp. Publishing Corp.

